

BOOK TITLE

Parts of My Body

TOPIC

About Me



**Essential
Question**

What do I call the different parts of my body, and what do they do?



Teaching Strategy

This lesson uses cooperative learning strategies to encourage the students to work together to complete a task. The lesson incorporates graphic organizers and visual aids to enhance teacher instruction.

REQUIRED MATERIALS

- Activity Worksheet:
The Human Body
- Large sheets of paper
- Drawing utensils
(markers or crayons)
- **Optional:** Yarn (for hair),
construction paper, glue

LEARNING CONNECTION

By the end of this activity, the students will be able to identify the different body parts that were introduced to them in the book *Parts of My Body*. The students will also be able to explain what each body part does (for example, “Noses are used for smelling”).

READING VOCABULARY

Body, arm, leg, nose, mouth, belly, foot.

LEARNING ACTIVITIES



Class discussion about the book.



Labelling **The Human Body** activity worksheet as a class.



Class discussion about the functions of each labelled body part.



Students label and design an outline of their own bodies.

LESSON PLAN: PARTS OF MY BODY

1. Display **The Human Body** activity worksheet at the front of the classroom and ask the students:



“What different body parts did we learn about in the book *Parts of My Body*?”

Answers: arm, leg, nose, mouth, belly, and foot.

- ☞ As the students name the different body parts, label the appropriate part of the diagram, and ask the students to point to that body part on their own bodies.



Example: **“Show me where your legs are.”**

- ☞ Have the students point to their legs.

2. After **The Human Body** activity worksheet is fully labelled, go through each body part and talk about what it does.

3. Point to the nose on the diagram. Say:



“Everyone point to your nose. Who can tell me what we use our noses for?”

Answer: smelling.

Ask: **“What are your favourite things to smell?”**

Answers might include: food, flowers, etc.

4. Point to the mouth on the diagram. Say:



“Everyone point to your mouth. What do we use our mouths for?”

Answers might include: eating, talking, singing, etc.

5. Point to the arms on the diagram. Say:



“Everyone stretch your arms out in front of you. What different things do we do with our arms?”

Answers might include: writing, drawing, throwing a ball, swimming, playing sports, carrying my backpack, etc.

6. Point to the legs on the diagram. Say:



“Everyone touch your legs. What are some of the things we use our legs for?”

Answers might include: walking, running, playing soccer, biking, etc.

LESSON PLAN: PARTS OF MY BODY

7. Point to the feet on the diagram. Say:



“Now everybody point to your feet. Why are our feet important?”

Answer: They help us to stand up.

Say: **“What other things do we use our feet for?”**

Answers might include: kicking a ball, running, walking, skipping, biking, etc.

8. Last, point to the belly on the diagram. Say:



“Why do we need a belly?”

Answer: So we have somewhere for our food to go.

“Our stomach is inside our belly. We need a stomach so that when we eat, the food has somewhere to go. When the food reaches our stomach, our stomach takes all the vitamins and good things from our food and sends them out to the rest of our body, including our bones and muscles. This allows us to grow strong and have lots of energy to do our favourite activities.”

9. Next, divide the class up into pairs. Give each student a piece of paper that is large enough to accommodate his or her height. Say to the students:



“Each of you is going to lie down on your paper and have your partner trace the outline of your body. When you each have an outline, you are going to draw the body parts we talked about today onto your outline. You can also add some other body parts we didn’t talk about, such as eyes, ears, hands, and hair.”

10. **Optional:** Help students glue on yarn for hair and make clothes out of construction paper to decorate their body outlines.

11. Instruct the students to label each body part. Remind them to check their spelling by referring to the body parts vocabulary you wrote on **The Human Body** activity worksheet at the front of the room.

12. Display the finished body outlines around the classroom with the students’ names underneath them.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

- Labelled outlines of students’ bodies